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# School of Nursing Graduate Program Student Handbook

School of Nursing

# The University of Maine

**1865**

# School of Nursing | Graduate Program

# Student Handbook

College of Natural Sciences,
Forestry, and Agriculture
School of Nursing

**1 8 6 5** THE UNIVERSITY OF
MAINE

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Welcome to the UMaine School of Nursing, where our mission is to educate future advanced practice nurses who provide high-quality, evidence-based, holistic care to individuals, families, communities, and society at large. We value excellence, self-reflection, accountability, and respect for diversity and life-long learning.

At UMaine, our faculty, staff, alumni, and students are part of a community aimed at improving the health outcomes of populations across the globe. Faculty at UMaine care about students and are committed to scientific teaching strategies that engage learners in hands-on didactic, laboratory, and clinical experiences.

We are proud to be part of the State of Maine's land and Sea Grant institution and the flagship campus of the University of Maine System. We offer a vibrant and diverse campus and community with integrated teaching, research, and community service. UMaine aims to improve the quality of life for people in Maine and around the world. As the state's only research university, students have opportunities to participate in creating new knowledge alongside faculty who represent a range of disciplines.

UMaine School of Nursing is situated in the center of Maine. We work collaboratively with health care partners across the state, which provides our students access to experiential clinical learning at nationally-ranked acute care facilities. Our students also train in primary care health centers, jails, schools, homeless health care centers, and other community-based settings.

The State of Maine and nation face a growing shortage of primary care providers, nurse educators, and nurse leaders while the healthcare system faces many challenges. Healthcare and the nursing profession need professional, passionate advanced practice nurses who will act as leaders who are committed to generating new ideas and applying evidence-based care. We are committed to educating the next generation of advanced practice nurses who are prepared to face these challenges. We look forward to learning with you!

Sincerely,

Kelley Strout, Ph.D., RN
Director, Associate Professor

MAINE'S LAND GRANT, SEA GRANT AND SPACE GRANT UNIVERSITY

**1 8 6 5 THE UNIVERSITY OF MAINE**

Dear Graduate Student in Nursing,

Welcome to the Master of Science in Nursing program of the University of Maine. We are very pleased that you have chosen our program to advance your nursing education in one of our program options. Whether you choose to become certified as a Family Nurse Practitioner, join the ranks of those in nursing education or nurse executive, or focus on some other health related field, you will find your experience here at the University of Maine to be challenging and rewarding.

This handbook has been developed to assist you throughout your graduate education. Please become familiar with its content, as it contains answers to frequently asked questions and provides information about policies and procedures related to successful degree completion. The information in this handbook is expected to remain current and valid for the length of a full-time program of study, which is typically two years. However, if you find that some of the information may be outdated, please check the School of Nursing website or with your advisor about the currency of any time sensitive material.

Your faculty advisor will guide you in your program of study but the entire faculty and staff are also available to answer questions and provide support. The Graduate School also is an excellent resource on specific policies and procedures related to areas such as leaves of absence and graduation. We feel privileged to be able to assist you as you work toward your academic and professional goals.

Best wishes for a successful program of study at the University of Maine School of Nursing. Please contact us for any further questions or assistance you may need.

Sincerely,

Patricia Poirier, PhD, RN
Professor of Nursing
Graduate Program Coordinator
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## GRADUATE FACULTY AND AREAS OF INTEREST

**Eileen Owen-Williams,** Ph.D., DNP, FNP, CNM, AFN-BC, FAANP (University of Tennessee)
Assistant Professor*; Family Nurse Practitioner Track Coordinator Health disparities, elder abuse, rural health*

**Patricia Poirier**, Ph.D. RN. (University of Massachusetts, Boston)
Professor; *Graduate Program Coordinator Oncology, educational strategies, fatigue and policy*

**Jordan Porter**, DNP, APRN, FNP-BC (Belmont University)
Lecturer; *Behavioral health, opioid use disorder, Hepatitis C, nursing leadership, and health policy*

**Eva Quirion,** PhD, FNP-C (University of Phoenix)
Lecturer; *Pain, Substance Use Disorders, Compassion Fatigue*

**Deborah Saber,** PhD, RN, CCRN-K (University of Central Florida)
Assistant Professor; *Pathophysiology, evidence-based practice, infectious wastes, sustainability*

**Sean Sibley,** MSN, APRN, FNP-BC, NPC (University of Maine)
Lecturer; *Family medicine, student health, nursing education*

**Ann Sossong**, Ph.D. RN. (Catholic University of America)
Professor Emeritus; *Health Policy, leadership, ethics*

**Mary Tedesco-Schneck**, PhD, RN, CPNP (University of Maine)
Assistant Professor; *Resilience, Adverse Childhood Events, active learning strategies*

**Valerie Herbert**, DNP., RN, CNE (University of Kansas)
Assistant Professor; *Nursing Education, Simulation, Health Policy, Healthcare informatics*

**Kelley Strout**, Ph.D. RN (Northeastern University)
Associate Professor; *Director School of Nursing Community Health, aging, wellness*

**Mary K. Walker**, Ph.D. RN FAAN (University of Illinois)
Professor; *Policy, leadership, vulnerable populations*

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|---|---|
| **Nilda Cravens,** MSN, RN<br>Lecturer in Nursing; *Cultural Competence, Community Health* | **Deborah Saber,** PhD, RN, CCRN-K<br>Assistant Professor; *Research Joint Appointment, Northern Light Eastern Maine Medical Center, Adult Health Nursing* |
| **Deborah Eremita,** PhD, RN<br>Assistant Professor; *Adult Health Nursing, Med Math* | **Sean Sibley,** MSN, APRN, FNP-BC, NPC<br>Lecturer in Nursing; *Health Assessment, Medical Surgical Nursing* |
| **Amanda Henderson,** MSN, RN, RNC- MNN, IBCLC, CCE<br>Lecturer in Nursing; *Director Learning Resource and Simulation Education Center, Women's Health* | **Kelley Strout,** PhD, RN<br>Associate Professor; Director School of Nursing; *Community Health, Aging* |
| **Valerie Herbert,** PhD, RN, CNE<br>Assistant Professor; *Leadership, Healthcare Informatics* | **Susan Tardiff,** MSN, RN<br>Lecturer in Nursing; Director Undergraduate Academic Advisement and Progression; *Pharmacology* |
| **Eileen Owen-Williams** PhD, DNP, FNP, CNM, AFN-BC, FAANP<br>Assistant Professor; *Family Nurse Practitioner Track Coordinator* | **Mary Tedesco-Schneck,** PhD, RN, CPNP<br>Assistant Professor Pediatrics; *Health Assessment* |
| **Patricia Poirier,** PhD, RN<br>Professor; *Graduate Program Coordinator* | **Katherine Trepanier,** MSN, RN, CCNS<br>Lecturer in Nursing; *Undergraduate Program Coordinator* |
| **Jordan Porter,** DNP, RN, FNP<br>Lecturer; *Pathophysiology* | **Mary Walker,** PhD, RN, FAAN<br>Professor; *Health Policy, Nursing Theory* |
| **Eva Quirion**, PhD, RN, FNP<br>Lecturer; *Primary Care, Pain Management* | <u>Emeritus Faculty:</u><br>Ann Sossong, PhD, RN |
| **Kathryn Robinson,** PhD, RN, MHA/ED<br>Assistant Professor; *Genetics, Evidence Based Practice* | |
| <u>Staff:</u><br>**Esther Jipson,** *Administrative Specialist CL-1*<br>**Cynthia Therrien,** *Administrative Specialist CL-2*<br>**Pauline Wood** *Administrative Specialist CL-2* | <u>Professional Associates:</u><br>Amy Barnes, BSN, RN<br>Learning Resource Center Manager<br>Kaitlin Robinson, MSN,<br>RN Clinical Coordinator |

## SCHOOL OF NURSING MISSION, VISION, AND ACCREDITATION

The University of Maine School of Nursing, as a member of the flagship campus of the University of Maine System, provides leadership to improve healthcare and advance the discipline through education, scholarship and service. The members of the School value participation in a broader academic community that fosters excellence, self-reflection, accountability, respect for diversity and life-long learning.

**School of Nursing Mission**

The mission of the University of Maine School of Nursing is to prepare caring, innovative, professional nurses who are leaders in addressing the evolving health care needs of all people and in advancing the profession of nursing.

**School of Nursing Vision**

The vision of the University of Maine School of Nursing is to become a passionately engaged community of high qualified students, educators, and scholars which:

- Prepares professional nurses who personify a culture of care
- Creates a learning environment where knowledge is created and shared
- Serves the rapidly-changing health care needs of individuals, families, communities, and society-at-large, and
- Provides leadership in the advancement of the profession

**School of Nursing Accreditation**

The Baccalaureate degree program in nursing, the Masters' degree program in nursing, and the post-graduate APRN Certificate of Advanced Studies at the University of Maine are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

The Baccalaureate degree program in nursing, the Masters' degree program in nursing, and the post-graduate APRN Certificate of Advanced Studies also are approved by the Maine State Board of Nursing.

# MASTERS' OF SCIENCE IN NURSING PROGRAM OUTCOMES

Upon completion of the MSN program, the graduate will be able to:

- Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes.

- Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.

- Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role.

- Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.

- Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centered care.

- Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.

- Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the healthcare team, mitigate error, establish differential diagnosis, and to support decision-making for advanced practice

- The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.

- The CAS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.

- The MSN-Nursing Education graduate will be able to synthesize knowledge from nursing science and teaching/learning theories to design, implement and evaluate educational programs/processes in select academic and healthcare settings.

- The I-MSN graduate will be able to provide leadership in complex healthcare systems, promoting environments that foster professional development and positive patient outcomes.

## AMERICAN NURSES' ASSOCIATION CODE OF ETHICS

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who are nurses are expected to not only adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

Excerpt from the American Nurses' Association (ANA) Code of Ethics 2017

**Provision 1:** The nurse practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual

**Provision 2:** The nurse's primary commitment is to the patient, whether an individual, family, group or community

**Provision 3:** The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient

**Provision 4:** The nurse has authority, accountability, and responsibility for nursing practice: makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care

**Provision 5:** The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth

**Provision 6:** The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work settings and conditions of employment that are conducive to safe, quality health care

**Provision 7:** The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy

**Provision 8:** The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities

**Provision 9:** The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy

# THE UNIVERSITY OF MAINE GRADUATE SCHOOL

Graduate work has been available at the University of Maine since the first master's degree was conferred in 1881. Since that time, graduate options have expanded significantly to include over 100 degree programs through which students can earn Graduate Certificates, Master's, Doctoral, and Professional Science Master's degrees as well as Certificates of Advanced Study.

Beginning in 1923, graduate work has been a separate division of the University. This differentiation allows the Graduate School to meet the unique needs of the 2300-plus graduate students currently enrolled at the Orono campus on both academic and personal matters. Students are encouraged to contact the Graduate School (located on the lower level of Stoddard Hall) at any time, for information or materials related to graduate studies at the University of Maine.

**Graduate Student Government**
The Graduate Student Government (GSG) is the governing body for all graduate students at the University of Maine. Voting representatives are chosen by each department. Public meetings of the GSG are held regularly. The GSG offers a number of services, including grants for travel to present, degree-related expenses, funding for graduate student clubs, social evenings, and laptops for loan. More information on the GSG can be found at https://umaine.edu/gsg/

**School of Nursing Graduate Program**
The University of Maine flagship campus in Orono initiated a graduate program in nursing in 1992, graduating its first class in 1994. Our Family Nurse Practitioner graduates are consistently successful in passing their certification exam on first try. The purpose of the School of Nursing graduate program is to provide advanced nursing education to help to meet the increasingly complex health needs of the people of Maine. Family Nurse Practitioners, nurse educators, nurse administrators, and nurses in other advanced roles are prepared to help meet state needs to eliminate health disparities, assure quality of care, and to improve public health and health care systems. Graduates of this program have assumed positions of leadership in primary care, hospital administration, nursing education, and administration of health care systems in Maine and elsewhere.

The School of Nursing offers a variety of programs for graduate study:

- Master of Science- Family Nurse Practitioner Track (MS-FNP)

The family nurse practitioner is prepared to provide primary care to individuals and families across the lifespan (newborns, infants, children, adolescents, adults, pregnant and postpartum women, and older adults). Primary care includes health promotion, disease and injury prevention, and the evaluation and management of common acute and chronic health problems. The focus of care includes individuals within families and the family unit, however the family chooses to define itself. Family nurse practitioners demonstrate a commitment to family-centered care in the context of communities.

The MS-FNP program of study may be tailored for full- or part-time study. Course formats are a mixture of on-campus and distance technology. Clinical experiences are an integral part of the FNP curriculum and are arranged to meet program outcomes and student needs. The Graduate Program Coordinator and Family Nurse Practitioner track coordinator will help the student develop a program of study that meets academic and clinical requirements. The combined credit requirement for the MS-FNP is 49-51. The MS-FNP curriculum meets the National Task Force on Quality Nurse Practitioner Education 2016 criteria for evaluation of nurse practitioner programs.

MS-FNP graduates are eligible to take national certification examinations for Family Nurse Practitioners offered by the American Nurses' Credentialing Center (ANCC) (https://www.nursingworld.org/our-certifications/family-nurse-practitioner/) and by the American Academy of Nurse Practitioners (https://www.aanpcert.org/).

- MS-Nursing Education Track (MS-EDU)

The Master of Science in Nursing with an Education focus is an individualized graduate program offered within the School of Nursing. This program is designed for the experienced nurse who wishes to have advanced knowledge in nursing combined with preparation to teach and evaluate learning in the academic or clinical setting. Course content in the education specialization includes curriculum development, didactic and clinical teaching methods, evaluation in nursing education, and population-focused care. Students in the MS-EDU track meet the didactic and clinical requirements of accreditation by taking separate courses in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology and by completing a clinical-focused practicum and project. The MS-EDU program of study may be tailored for full- or part-time study. The combined credits for the MS-EDU track is 36-38. MS-EDU graduates are eligible to take the National League for Nursing Nurse Educator Certification exam (http://www.nln.org/Certification-for-Nurse-Educators).

- Individualized MS (IMS-N)

This theoretical and field-experience curriculum allows the student to develop a program of study that builds upon their professional interests and career goals. Through core courses, specialized courses, and experiential components, IMS-N students may prepare for leadership roles as nursing administrations and other advanced professional roles.

The program of study may be tailored for full- or part-time study. The Graduate Program Coordinator and the student's academic advisor will help plan a program of study and timeframe that meets academic and experiential requirements and student needs. The combined credit requirement would be 35-49, dependent upon focus area.

- Certificate of Advanced Study (CAS-FNP)

The CAS offers a program of study to registered nurses possessing a MSN who wish to further their education into the FNP role. Students in the CAS program must complete a minimum of 33

semester hours (500 and 600 level course) within the University of Maine. A gap analysis will be conducted by the Graduate Program Coordinator and Family Nurse Practitioner Track Coordinator to determine which core courses from the previous MSN will be accepted and what additional course and clinical work is required.

A full-time student in any of the MS-Nursing tracks can expect to complete degree requirements in 2 years. Part-time students must complete all work within a 6-year period.

- Graduate Certificate in Nursing Education

The School of Nursing offers a post-baccalaureate 10-credit certificate in nursing education. This certificate is fully online. Courses may be applied to the MS-EDU program.

UNIVERSITY OF MAINE GRADUATE SCHOOL POLICIES

**Registration:**

Full-time registration for a graduate student is normally defined as six or more degree hours per semester or summer session; part-time status is five hours or less per year. Doctoral students who have been admitted to candidacy, psychology and human nutrition students on approved internships, and students in their final semester of study may maintain full-time enrollment status by registering for a minimum of one thesis or internship credit. Students who have completed at least 6 thesis credits may substitute UGR 501 for the thesis registration requirement and still be considered full time. Registration for a minimum of one thesis credit during the summer session also satisfies the requirement for registration as a graduate student.

**Credit Hours:**

The University of Maine and the University of Maine at Machias acknowledge and adhere to the federal definition of a credit hour with respect to courses offered face to face, in hybrid format, and online, as developed in 2010 and published in the *Code of Federal Regulations* (CFR), Title 34, Part 600.02:

*[A] credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than*

*(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit [ … ] or the equivalent amount of work over a different amount of time; or*

*(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution [,] including laboratory work, internships, practica, studio work, and other academic work leading to the awarding of credit hours.*

*(*https://www.ecfr.gov/cgi-bin/text- idx?SID=ae813138f65c93bd81a17b66d59d067d&mc=true&node=pt34.3.600&rgn=div5#se34.3. 600_12*)*

**Grievance Procedure:**

Recognizing the highly individualized nature of graduate programs, a student filing an academic appeal is encouraged to request that his/her thesis advisor or other faculty member of his/her choice act as a counselor and/or representative at any level of the appeal process which is as follows:

- The student should discuss the concern with the appropriate faculty member(s);
- If the concern persists, the student should follow the department's written appeal procedures if they exist, or if not, consult with the graduate program coordinator or chairperson/school director, (or the college dean, if there is no department);

- If the complaint remains unresolved, the student should write to the Dean of the Graduate School, outlining the situation, and requesting a review. The Dean of the Graduate School or his/her designee will discuss the situation with the college dean and/or appropriate members of the department or graduate program. The Dean of the Graduate School or his/her designee will then meet with the student and attempt to resolve the problem;
- If this resolution is not satisfactory, the Dean of the Graduate School will refer the appeal to the Executive Committee of the Graduate Board for one final review. After hearing from the student and the faculty member(s) involved, the Executive Committee will render its decision, which shall be considered binding. The decision will be communicated to the student by the Dean of the Graduate School.

## Transfer Credit:

A maximum of 6 hours of credit in the case of a master's candidate, and 30 hours beyond the bachelor's degree in the case of a PhD candidate may be accepted in transfer (subject to the approval of the candidate's advisory committee) for appropriate courses completed in residence at other institutions prior to matriculation in the Graduate School at The University of Maine.
Courses to be accepted must have been taken at a fully accredited college or university which offers a graduate program, and must be acceptable at that institution in partial fulfillment of its requirements for an advanced degree.

In no case, may the number of credit hours transferred into a graduate degree program exceed 50 percent of the student's entire course work for the degree.

## Withdrawal Procedure:

To ensure proper posting of their academic and financial records, students who withdraw from graduate study must notify the Graduate School in writing.

## Application for Graduation:

Candidates for degrees must Apply for Graduation within MaineStreet according to the following schedule: by November 15, for degrees to be awarded at the end of fall semester; by July 15, for degrees to be awarded at the end of summer session; and March 15, for degrees to be awarded at the end of spring semester.

For more information about the application process go to studentrecords.umaine.edu/graduation
For additional information about graduate study, please see the Graduate School website at
http://gradcatalog.umaine.edu/content.php?catoid=34&navoid=643

## STUDENT RESOURCES

The University of Maine School of Nursing and the Graduate School have many resources to provide graduate students with a rich and fulfilling experience. Some of the resources are listed below.

**School of Nursing:**
All of the School of Nursing faculty and administrative staff are committed to supporting graduate student education. The graduate and FNP track coordinators and your academic advisor are available to support you throughout your program of study. Please feel free to contact them as needed.
The clinical coordinator can assist you in identifying and seeking out clinical practicum sites.

**Graduate School:**
- The Graduate School at the University of Maine has many resources for graduate students. Some of these include:
- Online new student orientation program that can be accessed at: https://umaine.edu/gradorientation/
- The Graduate Student Government can be accessed at: https://umaine.edu/gsg/

UMaine GRAD was designed to provide a framework for graduate students to learn and master the skills necessary for success in personal and professional opportunities while at UMaine and beyond. One of our goals is for our UMaine graduate students to be confident, mindful, attentive, intelligent, and exceptional in all realms of life.

To do this, we created a platform for students to continue to grow, to become resilient, to strive for advancement, and to deliver their ideas and themselves in the most upstanding way.

G: Growth–the process of developing
R: Resilience–the ability to adapt effectively to adversity or change
A: Advancement–the process of promoting and progressing to a higher state D: Delivery–
    the ability to effectively articulate and present

UMaine Grad can be accessed at: https://umaine.edu/graduate/students/umainegrad/

**Writing Center:**
The writing center at the University of Maine provides students with assistance in composition and/or presentation. Please see https://umaine.edu/wcenter/ for more information.

Fogler Library

The librarians at Fogler library are available to help you with your research needs: we can help you define your research topic, search specialized nursing databases, locate and use print and online materials, and help with citation questions. Your subject liaison librarian is available to meet with you in person and online.

# SCHOOL OF NURSING GRADUATE PROGRAM POLICIES

**<u>Undergraduate Health Assessment by Examination:</u>**
Applicants to the graduate program who possess a baccalaureate in nursing degree but who do not have a distinct undergraduate health assessment course on their transcript may fulfill this admission requirement in one of two ways:

Take an undergraduate health assessment course which is equivalent to the University of Maine School of Nursing NUR 300 Health Assessment Through the Lifespan, earning a grade of "B" or higher. This option is recommended for applicants who have limited health assessment experience in their clinical practice.

Or:

Demonstrate competency in health assessment through a testing option. The testing option consists of two parts:

1. Health Assessment Written Examination developed by school of nursing faculty based on undergraduate health assessment knowledge
2. Demonstration of knowledge through a practicum examination

The written examination and practicum grade must each be at least 80%. There is a non- refundable feel of $100 for the competency testing. Further information will be provided upon request.

**<u>Acceptance of Courses Toward Certificate of Advanced Study (CAS-FNP)</u>**
Students with a previous Master of Science degree must demonstrate competency in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology. Competency is defined by earning a final grade of B in each course in their previous APRN coursework, or they are required to retake the course at UMaine. Students whose MSN was in a non-APRN track (e.g. nursing education) will have a gap analysis conducted to determine which of these courses may be considered toward the CAS. Laboratory and/or clinical components of Advanced Health Assessment may be required.

Health and Immunizations

**Health History and Physical Examination:**
All students in the FNP graduate nursing program must undergo a health history and physical examination prior to entering the first clinical course in the program, NUR 532. Health examination forms are available in the School of Nursing Office or from the clinical coordinator. The purpose of this examination, by a (physician, nurse-practitioner, physician's assistant), is to verify that the student is in a state of mental and physical health compatible with the responsibilities of nursing practice. The School of Nursing form, showing proof of completion of the health history, lab work, immunizations, physical examination, and CPR certification must be on file in the School of Nursing Office. Please submit all documentation to Cindy Therrien, Administrative Specialist, Dunn Hall room 239 or to Kaitlin Robinson ([katilin.shorey@maine.edu](mailto:katilin.shorey@maine.edu))..

**Accommodations:**
The University of Maine and the School of Nursing are committed to creating an inclusive university experience for all students. To this end, reasonable accommodations may be made for students with disabilities. Students are encouraged to reach out to Student Accessibility Services at [https://umaine.edu/studentaccessibility/](https://umaine.edu/studentaccessibility/) if they require accommodations.

**Immunizations:**
**MMR** – History of 2 vaccine series or evidence of immunity with positive titer **Varicella** – History of 3 vaccine series evidence of immunity with positive titer **Tdap booster** – Within 10 years of anticipated graduation date
**TB Screening** – Evidence of PPD 2 step process prior to starting clinical in NUR 503 with annual PPD thereafter. Or A single Blood Assay for Mycobacterium tuberculosis (BAMT) or documentation of previous positive testing for tuberculosis.
**Hep B** – History of 3 vaccine series or evidence of immunity with positive titer
**Influenza** – Clinical sites require annual immunization against influenza. Students who choose not to be immunized must sign and declination form and understand this could affect their clinical placement opportunities. Declination from is available from administrative staff of the School of Nursing.

These are minimum requirements; individual clinical sites may have additional requirements.

**Mandatory CCPS (Required for all Graduate Nursing Students)**
HIPPA/Confidentiality and Patient Safety
Nursing Core Competencies/ Quality Improvement
Infection Control and Prevention (OSHA bloodborne pathogen standards) Environment of Care

**Health Insurance Portability and Accountability Act (HIPAA)**
The University agrees to provide appropriate training in health care privacy, consistent with HIPAA and Maine law to all students. The University agrees to document for each student the completion of such training, and shall provide such documentation and any training materials provided to students, upon request.

Background Checks

The Joint Commission (JC) for healthcare organizations mandates that healthcare students who are in the clinical setting for an educational experience must complete the same mandatory background checks as healthcare employees. All University of Maine nursing students are required to have background checks through American DataBank, an independent company which is approved by the American Association of Colleges of Nursing for this purpose.
Background check must be completed prior to registration for NUR 503, Advanced Health Assessment. More frequent background checks may be required by individual clinical sites.

**Who pays the cost of the background check?**
Students are responsible for the payment of their background investigation ($33.00). This must be paid by credit card directly to American DataBank: www.maineoronobackgroundcheck.com

Process
1. Students must have fingerprints taken and notarized by a member of the School of Nursing administrative staff or through their local police department. Details will be provided prior to the first clinical course.
2. Students then access the American DataBank website to initiate the rest of the background clearance: www.maineoronobackgroundcheck.com

Follow the step-by-step procedures outlined on the website. The profile information you provide will be sent directly to the School of Nursing. The investigative process can take 8-15 weeks.

In the event that the first set of fingerprints are rejected, please go to the American DataBank website, click on the Place Order tab, and select Package 4: Rejected, FBI Criminal search-only if you are in the US.

The results of the student's background check will be shared with clinical agencies upon request.

**Disciplinary Action**
It is expected that students disclose any disciplinary action that has been taken by a nursing licensing board either prior to admission or that occurs during the program of study. Failure to do so may impact clinical placements and potential APRN licensing. This disclosure should be made to the graduate program coordinator who may share it with current clinical faculty as deemed appropriate.

**Documentation of Clinical Hours**
Students will be required to document clinical hours and client encounters using the Medatrax system. Detailed student and preceptor instructions will be provided prior to the first clinical course. Each clinical course faculty will provide course specific instructions.

University Policies

Students are expected to adhere to all policies of the University of Maine as outlined in the Student Handbook (https://umaine.edu/studentlife/student-handbook/)

These policies include but are not limited to: Academic Integrity, Alcohol and Drug, Free Speech and Assembly, Name Use, Student Risk Assessment and Safety Intervention.

In addition, students are expected to adhere to the policies outlined in the University of Maine System Student Conduct Code (http://staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?0d0f03)

## School of Nursing Graduate Program Policies

As professional registered nurses, graduate students in the School of Nursing are held to a higher level of professional behavior essential to maintaining the public's trust and confidence. The following are policies adhered to by the UMaine School of Nursing.

## Honesty

A student shall deal honestly with people including, but not limited to, colleagues, instructors, representatives of the University, patients, attending physicians, nursing staff, any representative of our clinical agencies, and other members of the health care team. Students are expected to demonstrate honesty and integrity in all aspects of their interaction with patients and staff – particularly in assuring accuracy and completeness in their actions and documentation. The student shall be willing to admit errors and must not mislead others or promote himself or herself at the patient's expense.

Examples of academic dishonesty include, but are not limited to, the following:

a. Cheating
- Use of any unauthorized assistance in taking quizzes, tests, or examinations;
- Dependence upon the aid of unauthorized sources in writing papers, preparing reports, solving problems, or carrying out assignments;
- Acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff;
- Use of assignments or papers prepared in one class for another class without disclosing such information to the faculty
- In any way giving assistance to others who are participating in any of the three preceding types of behavior; or
- Falsifying attendance records or other official documents.

b. Plagiarism
- Use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference;

- Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or
- Unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

a. Sabotage
- Unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University.

b. Falsification of Patient's Medical Record or Information

Examples of dishonesty related to clinical practice include, but are not limited to, the following:

- Writing progress notes or other documentation regarding the patient's status, including, but not limited to, clinical observations, medication administration or results in the patient's chart when the student nurse has not seen or evaluated the patient, or using incorrect times of data entry.
- Reporting medical information such as physical examination findings, lab values, test results, medications, or any other relevant patient information to other students, nurses, nursing supervisors, residents, attending physicians, the patient, the patient's family or other relevant health care personnel that has been fabricated by the nursing student.

**Responsibility**
A student must acquire competencies with the appropriate concepts, knowledge and skills that the faculty determine essential. These competencies shall be utilized to care for the sick and to promote the health and welfare of society. A student shall recognize a responsibility to participate in activities contributing to an improved community. Students caring for patients must not be harmful, dangerous, or negligent. Care provided to patients, families, and communities must be consistent with the student's scope of practice. Students are committed to providing care consistent with the Nurse Practice Act of the State of Maine.

Students caring for patients must not be harmful, dangerous, or negligent to the mental or physical health of a patient or the public. Negligent means failure to exercise that degree of skill and learning ordinarily used under the same or similar circumstances by other UMaine School of Nursing students. Students must be familiar with and follow the rules and regulations of the School of Nursing, the University, and professional organizations which they are required to follow as nursing students.

**Professional Demeanor**
The student is a representative of UMaine School of Nursing, and should realize that their behavior may positively and negatively affect the judgments of others about UMaine School of Nursing.

UMaine School of Nursing students are expected to be thoughtful and professional when interacting with faculty, patients and their families, nurses, attending physicians, preceptors, affiliated institutional staff, other students, the public and other members of the health care team.

This professional behavior is to be maintained in any and all situations where the student has identified themselves as a UMaine School of Nursing student. This includes situations off- campus, when the student has identified themselves as a UMaine School of Nursing student, as well as in "virtual" sites, such as on-line social networking sites.

Professional demeanor is required of students in Cyberspace in the same manner it is required in all other settings. Students must keep in mind that behavior that is illegal or a violation of university policy on campus will be illegal or violate university policy if it appears online. If a student has identified themselves as a UMaine School of Nursing student in an online forum, the UMaine School of Nursing will hold them to the highest standards of professional demeanor.

Inappropriate behavior includes, but is not limited to, the use of offensive language, gestures, or remarks as well as sharing of personal information of faculty, other students, patients and their families, nurses or other members of the health care team when the parties involved have not given explicit consent.

**Professional Boundaries:**
Therapeutic relationships are an essential part of nursing practice. Students must use caution in not engaging in behavior that violates professional boundaries. Students are expected to respect professional boundaries at all times with patients and families. The following link to the National Council of State Boards of Nursing provides information on maintaining professional boundaries. https://www.ncsbn.org/464.htm

**Representation**
A student shall accurately represent himself or herself to others including, but not limited to, colleagues, instructors, representatives of the University and their affiliates, partner institutions, patients, nurses, and other members of the health care team. Examples of misrepresentation include, but are not limited to the following:

- Misrepresentation of the student's position, knowledge, and authority, including use of the title "advanced practice nurse (APRN) or nurse practitioner (NP) by a graduate student.

- Use of fraud, deception, lies, or bribery in securing any certificate or registration or authority, diploma, permit or license issued, or in obtaining permission to take any examinations.

- Impersonation of any person holding a certificate of registration or authority, permit, license or allowing any person to use his/her certificate of registration or authority, permit license, or diploma from any school.

- Forgery, alteration, or misuse of a patient's medical records or knowingly furnishing false information to the other members of the healthcare profession and/or professional organizations

- Stating or implying to any professional or public organization that the student represents the School of Nursing without explicit permission from the Director or Administration of the University. Students who are participating in professional meetings as part of course requirements should identify themselves as graduate students at the University of Maine.

### Criticism of Colleagues

Professional relations among all members of the healthcare community shall be marked by civility. Scholarly contributions shall be acknowledged and each person shall recognize and facilitate the contributions of others to this community; slanderous or non-supportive comments and acts are not acceptable. Students shall deal with professional, staff, and peer members of the health team in a considerate manner and with a spirit of cooperation. It is unethical and harmful for a student to disparage, without sufficient evidence, the professional competence, knowledge, qualifications, or services of a colleague to anyone. It is also unethical to imply without reliable evidence – by word, gesture, or deed – that a patient has been poorly managed or mistreated by a colleague.

### Professionalism in Online Discussions

Professionalism, civility and respect for the opinions of others is an expectation in online discussions. Responses that agree and disagree with others are appropriate, as long as they apply to the topic, are respectful, and, when needed, backed up by the literature. Responses should be supportive and acknowledge the knowledge and expertise of others. Be cautious when using humor and sarcasm. Without hearing the tone of your voice, readers may not perceive your comments as humorous. Your responses should bolster your classmates, not demean them.

### Assessment of Personal Competence (Self-Evaluation)

Students shall seek consultation and supervision whenever their ability to play their role in the care for a patient is inadequate because of lack of knowledge or experience.

Students are expected to respond to constructive criticism by appropriate modification of behavior.

### Confidentiality

A student shall respect the rights of faculty, fellow students, patients, colleagues, affiliated institutions, and other health professionals, and shall safeguard patient confidences within the constraints of law. The patient's right to confidentiality in regard to his or her medical information, which includes confidentiality of personal and social information, is a fundamental tenet to health care. The discussion, in any public setting, of the problems of any patient, without

the patient's permission, by professional staff (including other students) violates patient confidentiality and is unethical. This includes any discussion held in public places, such as hallways, break rooms, elevators and cafeterias as well as in any media forum (such as T.V. or print media) or any virtual forum, such as social networking sites

## Impairment
The student will not use alcohol or drugs in ways that impair his/her ability to perform the work of the profession or results in compromised patient care. It is the responsibility of every student to strive to protect the public from an impaired colleague and to assist that colleague whose capability is impaired because of alcohol or drug use.

## Conflict of Interest
If a conflict of interest arises, the moral principle is clear – the welfare of the patient must be, at all times, paramount. For example, gifts, hospitality, or subsidies offered by manufacturers and distributors of medical and or other equipment/goods shall not be accepted if acceptance would influence the objectivity of clinical judgment.

## Teaching
It is incumbent upon those entering this profession to teach what they know of the science, art, and ethics of nursing care. It includes communicating clearly and teaching patients so that they are properly prepared to participate in their own care and in the maintenance of their health.

Adapted from: STANDARDS OF PROFESSIONAL AND ETHICAL BEHAVIOR University of Missouri – Kansas City School of Nursing and Health Studies

Infringement of any of these will result in the following procedure:

1. Student problem behaviors may be identified by any University of Maine faculty, staff member, agency personnel, fellow students, clients, or peers. If action is taken, this will be based on facts and/or surmise from evidence and not hearsay.

2. If the behavior is limited to one course, the student will be asked to meet with a School of Nursing faculty member associated with the course in which the behavior took place. If the behavior occurred in more than one course or outside of nursing courses, the student will meet with the Graduate Program Coordinator and/or Family Nurse Practitioner Track Coordinator. Depending on the seriousness of the issue, the Director of the School of Nursing may also be asked to attend. The complainant may choose to bring witness(es) to this meeting. A faculty member may also be invited to serve as a witness.

3. A written statement describing the problem behavior, and, if appropriate, a plan of action for improvement (contract) will be given to the student, with a copy of all written materials placed in the student's permanent file. If the behavior is not remediated within the stated time frame, there are several possible outcomes. These include a lowered clinical/course grade, failure in a course, conditional status (requires a specific contract), suspension and/or dismissal.

4. There are times when a clinical agency requests that a student be removed from a clinical experience. If the faculty member concurs that the behavior warrants such action, no attempt will be made to secure another clinical placement. This will result in a failing grade for the clinical experience.

5. In the case where the behavior may pose risk of harm to others, the student may be removed from a clinical placement, the classroom, suspected or dismissed from the major without the opportunity for counseling and an improvement plan. This type of decision will be made by the Director, the Graduate Program and/or Family Nurse Practitioner Coordinator, and at least one other faculty member. Examples of behavior which may lead to immediate removal are dishonesty, aggression, serious violation of the professional code of conduct including professional boundaries, and the commission of felonies such as diversion of drugs. The Director of the School of Nursing will notify the student in writing if such a decision is made.

6. The student has the right to utilize the formal appeal process of the University of Maine Graduate School if they disagree with the decision made. The School of Nursing reserves the right to remove from clinical any student who, according to the judgment of faculty, poses risk of harm to clients or others until the matter is formally resolved.

Dress Code

**Professional Attire:**
When at the clinical site, professional attire is to be worn. Students may wear shirts, blouses, turtlenecks, or sweaters that cover the anterior chest and collar bones. There should be no cleavage nor should the abdomen be revealed. Dress slacks, khakis or skirts that fall just below or slightly above the knee are acceptable. Miniskirts are not acceptable. Students must defer to agency dress codes if more restrictive than stated above.

**Name Tags:**
Student name tags, identifying you as a University of Maine FNP Nursing Student, must be worn at all times in the clinical setting. To order name tags, please visit the following website: [https://namebadge.com/pre_made/332](https://namebadge.com/pre_made/332). You will need to type your first and last name in field 1. Fields 2 & 3 are prepopulated.

**Inappropriate Attire:**
- Jeans are not acceptable; Athletic or jean shorts also are not acceptable
- Hats, caps, bandanas, hoods or head scarves (unless part of religious or cultural dress) Sweatshirts, sweatpants, pajamas, leggings, spandex or exercise attire
- T-shirts, tank tops, mesh, halter or tube tops, spaghetti straps, showing of midriff or low cut tops Shirts with inappropriate or vulgar lettering or messages
- Open toed shoes, sandals or flip-flops

**Hygiene, Scented Products and Cosmetics:**
Perfume, colognes, and scented products are prohibited. However, deodorant should be worn. The odor of smoke, halitosis (bad breath), or body odor is offensive to patients and hospital staff, so students must take measures to avoid such odors. Students must refrain from chewing gum while in clinical.

**Hair:**
Hair must be neat. If it is long, it must be arranged off the face and collar, so as not to interfere with patient care. Beards and/or mustaches must be neatly trimmed. In some settings, beards or hair must be covered and/or removed as indicated in infection control policies.

**Nails:**
Nails must be clean and trimmed short for infection control and free of all nail polish including clear. No artificial nails are permitted.

**Jewelry:**
Students must wear minimal jewelry. For example, students can wear a simple wedding band or friendship ring. Jewelry in pierced nose, lips, tongues, or other exposed body parts other than ears, is not permitted. Earrings must be conservative in appearance with no more than two holes with earrings in each earlobe. Individuals with ear gauges are to wear crystal clear ear plugs. Necklaces are not recommended. A watch with a second hand is required.

**Tattoos:**
All tattoos must be covered

Clinical/Practicum Experiences

**Clinical Practicum Experiences for FNP Students**
Clinical experiences for graduate FNP students are supervised by qualified preceptors who are licensed and credentialed advanced practice nurses, physician assistants, MDs, and DOs. Faculty for the specific clinical courses will guide each student in the selection of a preceptor to ensure the student is assigned to an appropriate preceptor within reasonable driving distance of the student's home. Note that it may not always be possible to obtain the student's first choice of a clinical placement. Students are encouraged to solicit clinical placements early in the program. Legal contracts between the University of Maine and the clinical agency must be in place and current before a student starts their clinical rotation. Students must check with the School of Nursing administrative staff to ensure that all parties have signed and updated the contract ahead of the semester in which the clinical practicum is to take place. Clinical rotations must occur during regularly scheduled semesters unless specific arrangements are made with course faculty and program coordinator.

Specific expectations of clinical preceptors will be explained in the course syllabi and by course faculty. Each preceptor will receive a letter from the course faculty member which will outline course objectives, clinical expectations, and procedures used to evaluate and communicate student performance. The preceptors are asked to provide students and faculty with verbal and written feedback regarding the student's clinical performance and will verify completion of the required clinical hours. Final evaluation of student performance will be done by the course faculty. Students will have the opportunity to evaluate the preceptor and the clinical site. The course faculty member will make a minimum of one clinical site visit per semester and may make additional visits depending upon student needs. If the student has any concerns or issues regarding preceptors or the clinical site, they should be brought to faculty attention immediately.

**Field Experience for Nurse Educator Students**
Students are required to complete 210 hours of field experience activities. A minimum of 100 of these hours are to be supervised clinical experiences in a healthcare related setting of the student's choice. Students will identify a preceptor, minimally masters' prepared, with whom to partner for the field experience. In collaboration with the preceptor and course faculty, students will identify a project to be completed during the field experience. This project should allow students to gain new, in-depth nursing knowledge in a population of interest, which may be a specific group e.g. elderly, a specific condition e.g. heart failure, diabetes, or a specific setting e.g. oncology, primary care. The project also could be development and implementation of a clinical teaching strategy e.g. simulation to develop skills in assessing and prioritizing care of the deteriorating patient. For students in the education track, a minimum of 10 field experience hours are to participate in simulation. Activities to meet the remainder of the mandatory hours will be negotiated with the student's preceptor and faculty member.

**Field Experience for I-MSN Students**

Students are required to complete 210 hours of field experience activities. Students will identify a preceptor, minimally masters' prepared, with whom to partner for the field experience. In collaboration with the preceptor and course faculty, students will identify a project to be completed during the field experience. This project should allow students to gain new, in-depth nursing knowledge in an area related to the student's focus e.g. nursing administration, population health.

**CCNE Accreditation Requirements that Impact Graduate Clinical Experiences**

The Commission on Collegiate Nursing Education (CCNE), the accrediting body for the undergraduate and graduate programs of the UMaine School of Nursing, revised accreditation standards and guidelines in 2018. In particular, the accreditation standards specify that all nursing students have opportunities to engage in interprofessional education (IPE) as a component of didactic and clinical education. The School of Nursing at the University of Maine complies with these standards in the selection of all clinical placements that affect graduate educational experiences for Master's students in the School and documents these experiences for purposes of continued accreditation of its programs.

Clinical Experiences Risk Statement

Clinical experiences (practicum, clinical rotations, supervised practice, or observations) are a required component of academic programs in the UMaine School of Nursing. These experiences allow students to practice skills and techniques learned in didactic and lab courses as well as develop critical thinking skills that are important for health care providers. Clinical experiences occur in hospitals, clinics, schools, community organizations and other appropriate settings where students can interact with patients, clients and families.

Sites selected for students' clinical experiences are required to take reasonable and appropriate measures to protect students' health and safety in the clinical setting. Use of PPE in the clinical setting is based on CDC guidelines as well as the clinical setting-specific policy. Students will have access to appropriate PPE during their clinical experiences. Students have the responsibility to report any potential exposures to their clinical instructor and clinical coordinator.

However, even with such measures in place, there are risks inherent to clinical experiences. Potential risks associated with working in healthcare include, but are not limited to:
- Exposure to infectious diseases through blood or other bodily fluids via skin, mucus membranes or parenteral contact
- Exposure to infectious diseases through droplet or air-borne transmission
- Hazardous chemical exposure
- Environmental hazards, including slippery floors and electrical hazards
- Physical injuries including back injuries
- Psychosocial hazards
- Offensive, inappropriate, or dangerous conduct by patients or clients, including violence, harassment, and sexual harassment

These risks have potential complications including trauma or bodily injury.

**SPECIAL NOTICE REGARDING COVID-19**
COVID-19, the disease caused by the coronavirus, is a contagious disease that causes symptoms that can range from mild (or no) symptoms to severe illness. In some cases, COVID-19 can lead to death. Anyone is at risk of COVID-19 and currently, there is no vaccine available.

Although anyone who contracts COVID-19 may experience complications, the CDC has found that individuals with certain underlying health conditions are at higher risk of developing more severe complications from COVID-19. These underlying medical conditions include: chronic lung disease, asthma, conditions that cause a person to be immunocompromised, obesity, diabetes, chronic kidney disease and liver disease.

Participating in clinical experiences, even when wearing recommended PPE, may not eliminate the risk of contracting COVID-19. However, students will not be assigned patients or clients with known COVID-19 or individuals experiencing respiratory symptoms that could later be diagnosed as COVID-19.

A student participating in clinical experiences that has a concern with the safety of the clinical setting should contact Kaitlin Robinson @kaitlin.shorey@maine.edu or 207-581-2672 to discuss possible adjustments.

The University consistently seeks to take steps to minimize the risk of COVID-19 infections (or any other spread of disease) in accordance with applicable law, regulation, and guidance provided by health authorities. These efforts may include policies and safeguards implemented by the University such as symptom checks, social distancing, use of facial coverings, and isolating and quarantining when required. Despite these efforts, the University cannot categorically guarantee that any person entering University campuses or facilities or participating in University activities will not contract COVID-19 or any other communicable disease and any such person must assess and accept the risks of illness or injury for themselves.

University of Maine School of Nursing Master of Science in Nursing
Sample Full-time Program of Study AY 2020-2021 Family Nurse Practitioner Program

| Year One | Fall | Credits | Clinical Hours |
|---|---|---|---|
| | *NUR 507, Advanced Pathophysiology | 3 | |
| | ^NUR 503, Advanced Health Assessment lecture | 3 | 80 |
| | NUR 531, Advanced Health Assessment lab | 1 | |
| | NUR 532, Advanced Health Assessment clin | 1 | |
| | *Elective if Needed* | 3 | |
| | Spring | | |
| | #*NUR 508, Advanced Pharmacology | 3 | |
| | #NUR 520, FNP Neonate to Adolescent lecture | 3 | 150 |
| | NUR 5xx, FNP Neonate to Adolescent clin | | |
| | | 2 | |
| | Summer | | |
| | NUR 521, FNP Reproductive and Gynecologic Health lecture | 2 | |
| | NUR 5xx, FNP Reproductive and Gynecologic Health clin | 2 | 150 |
| | #*NUR 504, Theory Development and/or | 3 | |
| | #*NUR 505, Nursing Research | 3 | |
| | | 20-26 | 380 |

| Year Two | Fall | Credits | Clinical Hours |
|---|---|---|---|
| | NUR 522, FNP Adult 1 lecture | 3 | |
| | NUR 526, FNP Adult 1 clin | 2 | 150 |
| | #*NUR 502, Families in Health and Illness | 3 | |
| | NUR 697-699 Scholarly Project or Thesis | 4-6 | |
| | *Elective if Needed* | | |
| | Spring | | |
| | NUR 523, FNP Adult 2 lecture | 3 | |
| | NUR 5xx, FNP Adult 2 clin | 3 | 224 |
| | ^*NUR 694, Policy | 3 | |
| | NUR 506, Professional Issues | 2 | |
| | Summer | | |
| | NUR 504, Theory Development and/or NUR 505, Nursing Research (if not taken summer year one) | | |
| | | 25-31 | |
| | | 49-51 | 754 |

Clinical courses (NUR 503, 520, 521, 522, 523) must be taken in numerical sequence
Minimum of 500 Clinical Hours must be in direct patient care
**Total Credits 49-51**
 ➢ Total credits are dependent upon NUR 697 (scholarly project-4 cr) or NUR 699 (thesis-6 cr)
 ➢ INT 601-Responsible Conduct of Research (RCR) is required for all thesis students. This course should be taken early in the program
**Key:**
*May be taken by non-degree student with department permission
#Fully on-line  ^Partially on-line
On-campus courses may have distance option at instructor's discretion

# University of Maine School of Nursing Master of Science in Nursing
## Sample Full-time Program of Study AY 2020-2021 Nurse Educator Track

| Year One | Fall | Credits | Field Experience Hours |
|---|---|---|---|
| | *NUR 507, Advanced Pathophysiology<br>NUR 693, Ethical Inquiry in Healthcare (year one or two)<br>*Elective if Needed* | 3<br>3 | |
| | Spring | | |
| | #*NUR 508, Advanced Pharmacology<br>#NUR 512, Curriculum Development | 3<br>3 | |
| | Summer | | |
| | #*NUR 504, Theory Development and/or<br>#*NUR 505, Nursing Research | 3<br>3 | |

| Year Two | Fall | Credits | Field Experience Hours |
|---|---|---|---|
| | ^NUR 503/531, Advanced Health Assessment<br>#NUR 515, Measurement and Evaluation<br>*Elective if Needed* | 4<br>3 | |
| | Spring | | |
| | ^*NUR 694, Policy<br>^NUR 516, Field Experience<br>NUR 697-699 Scholarly Project or Thesis | 3<br>4<br>4-6 | 210 |
| | Summer | | |
| | NUR 504, Theory Development and/or<br>NUR 505, Nursing Research (if not taken summer year one) | | |
| | | 36-38 | 210 |

Education courses (NUR 512, 515, 516) must be taken in numerical sequence
**Total Credits 36-38**
- ➤ Total credits are dependent upon NUR 697 (scholarly project-4 cr) or NUR 699 (thesis-6 cr)
- ➤ INT 601-Responsible Conduct of Research (RCR) is required for all thesis students. This course should be taken early in the program

**Key:**
*May be taken by non-degree student with department permission
#Fully on-line
^Partially on-line
On-campus courses may have distance option at instructor's discretion

# University of Maine School of Nursing Master of Science in Nursing
## Sample Full-time Program of Study AY 2020-2021 Individualized Concentration

There are many baccalaureate prepared nurses who are interested in an advanced degree in nursing. We established a Master's degree program in nursing in 1992, and successful graduates are scattered throughout the state. Our diverse faculty is prepared in a variety of clinical and role specialties, and are therefore able to assist students in the development of a plan of study which will meet their individual needs. Students may attend full-time or part-time, and classes are scheduled with the working professional in mind.

| Year One | Fall | Credits | Field Experience Hours |
|---|---|---|---|
| | *NUR 507, Advanced Pathophysiology<br>NUR 693, Ethical Inquiry in Healthcare | 3<br>3 | |
| | Spring | | |
| | #NUR 694 Policy<br>#NUR 675 Philosophical Foundations of Nursing Practice | 3<br>3 | |
| | Summer | | |
| | #*NUR 504, Theory Development and/or<br>#*NUR 505, Nursing Research | 3<br>3 | |

| Year Two | Fall | Credits | Field Experience Hours |
|---|---|---|---|
| | # NUR 644 Leadership & Management<br>***Related to Field of Interest | 3<br>3 | |
| | Spring | | |
| | ***Related to Field of Interest<br>^NUR 516, Field Experience<br>NUR 697-699 Scholarly Project or Thesis | 3<br>4<br>4-6 | <br>210<br> |
| | Summer | | |
| | NUR 504, Theory Development and/or<br>NUR 505, Nursing Research (if not taken summer year one) | | |
| | | 35-37 | 210 |

**Total Credits 35-37**
- ➤ Total credits are dependent upon NUR 697 (scholarly project-4 cr) or NUR 699 (thesis-6 cr)
- ➤ INT 601-Responsible Conduct of Research (RCR) is required for all thesis students. This course should be taken early in the program

**Key:**
*May be taken by non-degree student with department permission
#Fully on-line
^Partially on-line
On-campus courses may have distance option at instructor's discretion

Each graduate student's program of study must meet the requirements for a Master of Science in Nursing as set forth in the Essentials of Master's Education in Nursing. Courses for the I-MSN student are as follows:

| | | |
|---|---|---|
| NUR 504 | Theory Development in Nursing | 3 cr |
| NUR 505 | Nursing Research | 3 cr |
| NUR 693 | Ethical Considerations in HealthCare | 3 cr |
| NUR 694 | Health Policy, Politics and Nursing | 3 cr |
| NUR 697 or 699 | Graduate Capstone or Thesis | 4-6 cr |

In addition to the above core of 16-18 credits, the I-MSN will complete additional 19-23 credits (total 35-37 credits). Those additional credits will be selected with the student's career goals in mind, and may be in nursing, administration, or other disciplines as appropriate. The following courses within the graduate nursing curriculum are available:

| | | |
|---|---|---|
| NUR 502 | Family in Health and Illness | 3 cr |
| NUR 503 | Advanced Health Assessment | 3 cr |
| NUR 507 | Advanced Pathophysiology | 3 cr |
| NUR 508 | Advanced Pharmacology and Therapeutics | 3 cr |
| NUR 512 | Curriculum Development and Evaluation | 3 cr |
| NUR 515 | Measurement and Evaluation | 3 cr |
| NUR 695 | Special Topics in Nursing | 1-3 cr |

Courses also may be taken in related disciplines: Gerontology, Social Work, Communication, Public Health, Business & Economics. The student's advisor will work with the student to define a program of study to meet student goals.

University of Maine School of Nursing Master of Science in Nursing
Sample Full-time Program of Study AY 2020-2021 Individualized Concentration

**Healthcare Organizational Leadership Sample Curriculum**

| Year One | Fall | Credits | Field Experience Hours |
|---|---|---|---|
| | #*NUR 644 Healthcare Leadership and Management<br>#*NUR 693, Ethical Inquiry in Healthcare (year one or two) | 3<br>3 | |
| | Spring | | |
| | #*NUR 694 Health Policy, Politics and Practice<br>**NUR 627, Organizational Theory and Behavior (USM) [CMJ 605 Communications in Organizations may be substituted]<br>**NUR 629 Healthcare Operations: Human Resources, Law and Ethics (USM) | 3<br>3<br>3 | |
| | Summer | | |
| | #*NUR 504, Theory Development and/or<br>#*NUR 505, Nursing Research<br>*MPH 683 Patient safety (USM) | 3<br>3<br>3 | |

| Year Two | Fall | Credits | Field Experience Hours |
|---|---|---|---|
| | **NUR 659 information Management and Healthcare Technology (USM)<br>ECO 342/542 Health Economics [or equivalent] | 3<br>3 | |
| | Spring | | |
| | *MPH 670, Quality Improvement (USM)<br>^NUR xxx Field Experience and Capstone | 3<br>4 | 210 |
| | Summer | | |
| | NUR 504, Theory Development and/or<br>NUR 505, Nursing Research (if not taken summer year one) | | |
| | | 37 | 210 |

**Key**
**# fully online courses**
****online courses USM conducted in 7 week condensed format**
***may be taken by non-degree students with instructor permission**

# SCHOOL OF NURSING GRADUATE PROGRAM ACADEMIC POLICIES

**Definition of Grades:**

The School of Nursing participates in the +/- grading system. Individual faculty may choose to award a plus (+) or a minus (-) grade in nursing courses. The following criteria have been adopted for plus and minus grades:

| A | = | 100 - 92 |
|---|---|---|
| A- | = | 91 - 90 |
| B+ | = | 89 - 88 |
| B | = | 87 - 82 |
| B- | = | 81 - 80 |
| C+ | = | 79 - 78 |
| C | = | 77 |
| C- | = | 76 - 70 |

Students are responsible for following course requirements and notifying faculty and the Graduate School as soon as possible when events occur that prohibit course completion. Grade changes and corrections to your transcript are more difficult to accomplish after the course has been completed and the semester has ended.

**Academic Progression:**

Students must achieve a mean score of 80% on written exams in order to pass the course. Regardless of other grades achieved for written work assignments, an 80% average is required on exams. If the exam average is <80%, then the student will be awarded a grade no higher than "C" and will not be considered passing.

Students are expected to achieve a grade of "B-" or higher in all courses. If a student earns a "C" or lower in any course, the student is counseled and dismissed from the nursing major.

Students who wish to return to the graduate program in nursing after a leave of absence or to re- enroll after withdrawing will re-enter under current curricular requirements. If a significant amount of time has lapsed, additional coursework may be required.

**Academic Advisement:**

Students should meet with the graduate program coordinator and/or their academic advisor each semester either in person or electronically to update their program of study and ensure that they are meeting academic progression standards. Students will not be registered for courses until all academic holds are removed, this includes the student financial responsibility statement that must be completed each semester.

**<u>Appealing School of Nursing Academic Action:</u>**
A student who wishes to appeal School of Nursing programmatic academic action (for example: dismissal from the program) must adhere to the following School of Nursing procedure:

Communicate with their academic advisor and/or graduate program coordinator as soon as possible for guidance regarding the academic appeal process and timeframe.

Submit a formal letter of appeal to the Director of the School of Nursing.

The letter should include the extenuating circumstances that precluded the student from meeting the School progression standard AND a plan for remediation of the problem. The Director and the School's Policy Advisory Committee will review the appeal letter and the student's academic record; the committee will make the decision about the appeal. The student will be notified of the Committee's decision in writing as soon as possible.

The appeal letter should be submitted within the due date established by the Policy Advisory Committee.

If the situation is not resolved to the student's satisfaction, the student should follow the grievance policy per the Graduate School.

**<u>Change in Program of Study:</u>**
If a student deviates from their original Program of Study as outlined during their interview, seats and registration for future classes cannot be guaranteed and will be provided on an as available basis.

**<u>Withdrawing from a Graduate Nursing Course:</u>**
All graduate students in the School of Nursing may only withdraw once from any course.

**<u>Non-Degree Status:</u>**
If you do not intend to pursue a graduate degree, but want to take graduate level courses for personal or professional development or to apply for degree status at a later date, you may seek admission as a non-degree graduate student. To apply for non-degree graduate status, contact
http://gradcatalog.umaine.edu/content.php?catoid=34&navoid=639

Up to twelve credit hours may be transferred from appropriate coursework taken at UMaine before matriculation in a graduate degree program if no other work is being transferred.

# GRADUATE CAPSTONE GUIDELINES

The student who earns a Master of Science in Nursing must complete all required coursework in the program of study (POS), as well as a thesis (6 credits) or non-thesis graduate capstone (4 credits).

There are four options for completing graduate capstone requirements as follows:

### 1. Thesis (NUR 699-6 credits)

If you are interested in doing a master's thesis, please consult with your academic advisor as early in your program of study as possible. See the Graduate School website for thesis guidelines:

https://umaine.edu/graduate/wp-content/uploads/sites/22/2019/03/Thesisguidelines.pdf

### 2. Expert Paper (NUR 697-4 credits)

This graduate capstone option allows the student to develop specialized knowledge in an area of interest. The expert paper will reflect knowledge acquired through critical analysis and synthesis of the literature as well as a variety of activities that promote professional development.
Activities may include, but are not limited to, interviews with leaders in the field, participation or attendance in professional forums, and/or specialized clinical preceptorships. The intent is to develop expertise in a specialized area of study that connects theory, research and practice.

If you are interested in this option, please consult with your academic advisor as early in your program of study as possible. Specific guidelines will be negotiated between the student and advisor.

### 3. Scholarly Project (NUR 697-4 credits)

The student who chooses this graduate capstone option will demonstrate mastery of specialized knowledge through development of a project that benefits the nursing profession or the population served by nurses in advanced roles. Scholarly projects include, but are not limited to, development and testing of a teaching or evaluation tool; development and implementation of a course; development, implementation, and evaluation of a website; or other substantial activity in the area of interest. An accompanying paper and poster presentation will provide a summary and critique of the process and outcome of the scholarly project.

If you are interested in this option, please consult with your academic advisor as early in your program of study as possible. Specific guidelines will be negotiated between the student and advisor.

**4. Elective Course and Synthesis Paper (3 credit elective + NUR 697-1 credit)**

For this option you would register for and take an elective course of your choosing. The elective course should be related to your specialty track (FNP, Educator, or Individualized MS) and needs to be approved by your academic advisor. This elective course will form the context of your synthesis paper.

Once you have taken your elective course you will choose a capstone advisor from the school of nursing graduate faculty (1st reader) and register for NUR 697-1 credit. Your chosen capstone advisor must send an email to Cindy Therrien acknowledging acceptance as advisor before you can be registered and identifying the tentative title of your paper. You must choose a capstone advisor at least two semesters before your anticipated graduation date. Your capstone advisor will be the advisor you recognize at graduation. You should meet with your capstone advisor early on to discuss the focus of your synthesis paper. The synthesis paper demonstrates your knowledge of advanced nursing practice within the context of the elective course. See attached timeline for completion.

The synthesis paper should include at a *minimum:*

- Introduction/overview of the issue
  - What exactly is the issue/problem that you are exploring?
  - Why is this of concern to your specialty track?
  - What is the scope of the problem (include national and state epidemiological date where appropriate)?
  - How does this relate to the concepts covered in your elective course?
- Critical review of the literature
  - Minimum of 10-12 peer-reviewed research articles plus other resources as appropriate Your capstone advisor will guide you in addressing any gaps in your paper that may need additional literature support
- Implications for advanced nursing practice
  - How will the FNP, educator, or master's prepared nurse use this information?
  - What changes in practice would you recommend based on knowledge of theory, ethics, and evidence-based practice/research gained throughout your program of study?
  - What additional research might be indicated related to this topic?
  - What are the health policy implications of the topic explored?
- Summary and/or conclusion

There is no minimum length for this paper. Most papers range from 12-15 pages depending on the complexity of your topic. Your capstone advisor may want additional areas covered. Final decision on format and content is between you and your capstone advisor/1st reader. You will submit your synthesis paper to your capstone advisor with sufficient time to be read and revised for your anticipated graduation date. You also will choose a 2nd reader approved by your capstone advisor.

Stay on track, you should submit an outline of your paper to your capstone advisor no later than the second month of the semester before your anticipated graduation date (October for May graduation). Remaining deadlines for submission will be negotiated with your capstone advisor. This is not like a class assignment where you submit the paper and it is graded and done. This is a scholarly paper which is revised until it is deemed acceptable by your capstone advisor. Your capstone advisor will determine when the paper should be submitted to your 2nd reader.

This paper must adhere to the editorial style of the Publication Manual of the American Psychological Association (7th ed.). A bound copy may be required at the conclusion of the scholarly work.

Dissemination is key to advancing the profession of nursing. Along with the scholarly paper, students will submit a poster presentation at the University of Maine Student Symposium held each spring. Details including deadlines will be provided in the fall. Students are encouraged to submit for poster presentations at other professional venues such at the Maine Nurse Practitioner conference.

Preparation and submission of a manuscript for publication on a topic mutually agreed upon by the student and capstone advisor may be considered in lieu of the synthesis paper.

Once both readers have approved the final paper and poster, your capstone advisor will submit a grade.

## Timeline for Capstone:

- First reader should be a member of the School of Nursing graduate faculty
- Second readers can be members of the School of Nursing faculty, outside faculty member (e.g. instructor of elective course or adjunct instructor), or other (e.g. preceptor).

**For May Graduates:**

**Previous spring:**
- Choose capstone advisor also known as, "first reader"; this will be the person you will acknowledge as your advisor on graduation
- Identify tentative topic
- Advisor sends email to Cindy Therrien agreeing to be first reader and listing tentative topic
- Cindy will then register you for NUR 697-1 credit for fall [Cindy will *not* register you without the email from your advisor]

**Note NUR 697 can be taken earlier in the program if it fits with your schedule and credit load. You will still need an advisor and topic before you will be registered. If you do not complete the work in the semester you have registered for NUR 697, you will receive an "incomplete", which will then be converted to a grade when the work is completed in order for you to graduate.

Fall before graduation:
- Meet with capstone advisor and submit paper outline by the end of October
- Student and advisor agree upon timeline for completion of paper/project

Spring of graduation:
- Submit first draft of paper to advisor by the end of February
- Submit student symposium abstract draft to advisor by the end of February
- Submit symposium abstract by March deadline
- Identify "second reader"; approved by "first reader" and agreed to by "second reader"
- Submit symposium poster by April deadline
- Present poster at student symposium in April
- Submit final version of paper by end of April

Failure to follow this timeline may result in a delay in graduation

# UNIVERSITY OF MAINE GENERAL POLICIES AND REGULATIONS

**Non-Discrimination Notice:**
The University of Maine System does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information, or veteran's status in employment, education, and all other programs and activities. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

The University will regard freedom from discrimination and discriminatory harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process will not be tolerated.

**The Clery Act:**
A federal law, the Clery Act, requires universities to disclose to prospective students our three- year statistics regarding campus crime, including public property within, or immediately adjacent to and accessible from the campus. This report includes our policies for campus security, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by accessing the following web site, http://www.umaine.edu/security or by contacting the Director of Public Safety, University of Maine, 5794 Public Safety Building, Orono, ME 04473 (207) 581-4053.

**Academic honesty (plagiarism, etc.):**
Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

**Students with Disabilities:**
Students with disabilities who may need services or accommodations to fully participate in this class should contact Student Accessibility Services in 121 East Annex, 581-2319, as early as possible in the semester. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

### Religious Obligations:

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

### Sexual Discrimination Reporting:

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services:** 1-800-310-0000 or **Partners for Peace**: 1-800-863-9909.

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581- 1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581- 4040 or 911**. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

## Roles and Responsibilities Students, Faculty and Preceptors

**Program Faculty**
Hold the primary responsibility of meeting the intended program outcomes pursuant to the institution's accreditation standards. Further, faculty are responsible for the evaluation of student outcomes that include the faculty, student, and preceptor, as well as the experience and setting of the clinical rotation. Program faculty will need to clearly communicate to the Clinical Preceptor the level, the intended clinical progression, and outcome objectives for the clinical rotation of the nurse practitioner student during each clinical rotation experience thus affording the student meaningful clinical experiences that will develop the students' comfort in practice and clinical competency Regular communication with the Clinical Preceptor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met. (*Adopted from AACN*)

**Clinical Preceptor**
A clinical preceptor for a nurse practitioner student provides guidance to help students develop appropriate skills and clinical judgment in assessment, diagnostic reasoning, and treatment of patients in clinical settings during a designated time frame. A preceptor is also responsible for evaluating the performance of the student's ability to fulfill predetermined clinical objectives.

The clinical preceptor displays the following characteristics:
- Is an interested, experienced individual who supports the expanded role of the nurse.
- Is physically present in the clinical situation with adequate time for consultation and works on a one-on-one basis with the student.
- Is committed to the concept of the team approach in the delivery of health care services.
- Is responsive to the needs of the student.
- Facilitates achievement of the student's practicum objectives by identifying learning experiences for the student including assistance in patient selection, conferences, rounds, agency meetings, and encourages the student's participation in these learning experiences.
- Reviews all patient-related findings of the student on an ongoing basis to assure accuracy, appropriateness of referrals, and that documentation is complete and co-signed.
- Conferences with the student as necessary to assess progress and learning needs.
- Conferences with the instructor in the MSN program whenever there is a concern regarding the student's clinical performance.
- Evaluates the student's performance during and at the completion of the practicum and/or rotation. (*Adopted from Galeski*)

**Nurse Practitioner Student**
Holds the primary responsibility of communicating with the program faculty and clinical preceptor in preparation for and throughout the clinical experience rotation. The student is responsible for meeting all institutional and clinical practice site health and regulatory requirements to include confidentiality, HIPPA, security clearance as required by each clinical site. Students share their learning needs and objectives of the clinical experience that is approved by the program faculty.
 (*Adopted from AACN*)

## Nurse Practitioner Clinical Experience Checklist for Preceptors

### Prior to First Clinical Day

- Student to complete agency clearance paperwork and required training.
- Review the agency dress code and how to access the facility including where to park.
- Discuss clinical schedule built around preceptor availability.
- Exchange emergency contact information.
- **Review the student's** resume if provided.
- Review the <u>Student Clinical Evaluation Form</u> noting the major learning objectives.

### First Day of Clinical

- Offer a tour of the facility, workspace if available, and place for personal belongings.
- Orient to the clinical spaces and equipment.
- Introduce student to staff as able.

### Subsequent Clinical Days

- Students should only see patients under your direction. You should know about every patient they see, and they should ask and follow your directions about how you see this working best in your practice.
- You may decide after the student has been with you for some time to have the students see the patients first and then present to you, discuss the assessment, plan and treatment, and then see them together.
- Students learn by example as they observe how you handle clinical situations, decision-making, and patient/family/peer relations. As you get to know your student's abilities, you can allow more responsibility under your observation to maintain the quality of the encounter and add perspectives/questions/input when needed.
- This is an active learning situation. You are not there to "pour" knowledge into the student. Gently challenge the student to grow, not just regurgitate back information. Help the student make "connections" and understand how bits of information integrate to "paint the picture" of the patient and guide management.
- To avoid any misunderstandings or surprises, develop a continual and consistent feedback loop among the student, you, and the faculty.
- Address student learning challenges early to help facilitate student success. Remember that the goal is to help shape the quality of our developing nurse practitioners and help people succeed. You should see steady progress as the student spends more time with you. If you have concerns about the student's progress, discuss it with the student and contact the faculty member promptly.
- Give feedback in a professional manner without demeaning or criticizing the student, especially in front of the patient or staff.
- Have your students write down questions during the day and you can address them in a batch over lunch or at the end of the day.
- It's OK to teach in small bits. Be realistic about the amount you attempt to teach in a day. Also keep your daily feedback short and directed.

**End of the Rotation**
- Complete the <u>Student Clinical Evaluation Form</u> in Medatrax.
- Confirm the clinical hour log in Medatrax.
- Retain the initial letter from faculty for proof of precepting which includes the total number of hours. This can be used for credit from some certifying bodies and licensing boards.

*(Adapted from NONPF)*

**References**

American Association of Colleges of Nursing. (2019). APRN clinical preceptor resources guide. Retrieved from https://www.aacnnursing.org/Education-Resources/ APRN- Education/APRN-Clinical-Preceptor-Resources-Guide

Burns, C., Beauchesne, M., Ryan-Krause, P., & Sawin, K. (2006). Mastering the preceptor role: Challenges of clinical teaching. *Journal of Pediatric Health Care, 20*(3), 172-183. doi:10.1016/j.pedhc.2005.10.012

Galeski, J. (2019). Case Western Reserve University Preceptor program. Retrieved from https://case.edu/nursing/faculty-staff/preceptors

Lazarus, J. (2016). Precepting 101: Teaching strategies and tips for success for preceptors. *Journal of Midwifery & Women's Health, 61*(S1), 11-21. doi:10.1111/jmwh.12520

National Organization of Nurse Practitioner Faculties. (2019). Preceptor portal. Retrieved from https://www.nonpf.org/page/PreceptorPortal_Main

Raisler, J., & O'Grady M. (2003). Clinical teaching and learning in midwifery and women's health. *Journal of Midwifery & Women's Health 48*(6), 398-406.

# Master of Science-FNP Program Outcomes, Master's Essentials and Nurse Practitioner Core Competencies

| The Essentials of Master's Education in Nursing | Nurse Practitioner Core Competencies | MS-FNP Terminal Program Outcomes |
|---|---|---|
| I. Background for Practice from Sciences and Humanities | 1. Scientific Foundation | 1. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically-based patient-centered care. |
| II. Organizational and Systems Leadership | 2. Leadership | 2. Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role. |
| Ill. Quality Improvement and Safety | 3. Quality | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced practice nurse |
| IV. Translating and Integrating Scholarship into Practice | 4. Practice Inquiry | 4. Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes |
| V. Informatics and Health-care Technologies | 5. Technology and Information Literacy | 5. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the health care team, mitigate error, establish differential diagnosis and support decision making for advanced practice. |
| VI. Health Policy and Advocacy | 6. Policy Competencies<br>8. Ethics | 6. Incorporate ethical principles, legal and regulatory mandates and professional standards in the advanced professional nursing role.<br>7. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts. |

| VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes | 7. Health Delivery | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse. |
|---|---|---|
| VIII. Clinical Prevention and Population Health for Improving Health | 7. Health Delivery | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse. |
| IX. Master's-Level Nursing Practice | 9. Independent Practice | 8. The MS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings. 9. The CAS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings. |

## Curricular Crosswalk for MS-FNP Advanced Practice Role

| Courses | Learning Activities (examples) | Evaluation Methods | MSN Program Outcomes | MSN Essentials for Masters' Education in Nursing | NONPF Core Competencies |
|---|---|---|---|---|---|
| NUR 502 Families in Health and Illness | Discussion Family Assessment Paper Topic papers | Discussion Rubric Family Assessment Rubric Topic Paper Rubric | 1, 2, 3, 4, 5, 7 | I, II, III, IV, V, VI, VII, VIII | 1, 2, 3, 4, 5, 6, 7, 8 |

| | | | | | |
|---|---|---|---|---|---|
| NUR 503/531/532 Advanced Health Appraisal and Physical Assessment lecture/lab/clinical | Written History Assignment Synchronous session participation Shadow Health Virtual Simulation Exams Lab practice Clinical experience | Synchronous session participation Exam grading Completion of Shadow Health assignments Clinical preceptor and faculty evaluation Comprehensive History and Physical | 1, 3, 4, 5, 6, 8, 9 | I, III, IV, V, VI, IX | 1, 3, 4, 5, 8, 9 |
| NUR 504 Theory Development in Nursing | Discussion Personal Philosophy Paper Concept Analysis Paper Theory Video Presentation | Discussion Rubric Philosophy Rubric Concept Analysis Rubric Video Rubric | 1, 2, 4, 6, 7 | I, II, III, IV, V, VI, VII, VIII | 1, 2, 3, 4, 5, 6, 7, 8 |
| NUR 505 Nursing Research | Discussion Research/EBP Proposal Critique of CPGs Protection of Human Subjects Training | Discussion Rubric Proposal Rubric Critique Rubric Completion of Training | 1, 2, 3, 4, 5, 6, 7 | I, II, III, IV, V, VI | 1, 2, 3, 4, 5, 6, 7, 8 |
| NUR 506 Professional Issues in Advanced Practice Nursing | Interview and reaction Paper Resume and Cover Letter Team Presentation | Grading rubric Seminar Participation | 1, 2, 3, 4, 6, 7 | II, III, IV, VI, VII | 1, 2, 3, 4, 6, 7, 8 |
| NUR 507 Advanced Pathophysiology | Exams | Exam grading | 4, 5 | I, V | 1, 5 |
| NUR 508 Advanced Pharmacology and Therapeutics | Exams Quizzes | Exam and quiz grading | 1, 2, 3, 4, 5, 6, 7 | I,II, III, IV, V, VI, VII, VIII | 1, 2, 3, 4, 5, 6, 7, 8 |
| NUR 520/5xx FNP: Neonate to Adolescent lecture/clinical | Discussion Quizzes Final exam Case studies Clinical experience | Discussion rubric Exam and quiz grading Clinical preceptor and faculty evaluation | 1, 2, 3, 4, 5, 6, 7, 8, 9 | I,II, III, IV, V, VI, VII, VIII, IX | 1, 2, 3, 4, 5, 6, 7, 8, 9 |

| | | | | | |
|---|---|---|---|---|---|
| NUR 521/5xx: FNP: Gynecologic and Reproductive Health Care lecture/clinical | Class Participation Case Studies Exam Quizzes Case Presentation Clinical experience | Exam and quiz grading Class participation Assignment Grading Clinical preceptor and faculty evaluation | 1, 2, 3, 4, 5, 6, 7, 8, 9 | I,II, III, IV, V, VI, VII, VIII, IX | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| NUR 522/526: FNP: Adult 1 lecture/clinical | Written case study Class presentation Quiz and final exam Clinical write-ups Reading level analysis Clinical experience | Exam and quiz grading Paper grading per guideline +/- for clinical write-ups Self-study evaluation of reading level Clinical preceptor and faculty evaluation | 1, 2, 3, 4, 5, 6, 7, 8, 9 | I,II, III, IV, V, VI, VII, VIII, IX | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| NUR 523/5xx: FNP: Adult 2 lecture/clinical | Mid-semester and final exams Clinical notes with self-critique Peer review of colleague's note Case study presentation HER module Pre-class case studies | Exam and quiz grading Class presentation grading per guideline +/- for clinical write-ups Completion of her module | 1, 2, 3, 4, 5, 6, 7, 8, 9 | I,II, III, IV, V, VI, VII, VIII, IX | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| NUR 694 Health Policy, Politics and Nursing Practice | Discussion Debate Legislative Visit Health Care Policy in Action Project | Discussion rubric Peer evaluation of debate Policy Project rubric | 1, 2, 3, 4, 6, 7 | I, II, III, V, VI, VII | 1, 2, 3, 5, 6, 7 |

# Master of Science-Nurse Educator Program Outcomes, Master's Essentials and National League for Nurse Core Competencies for Educators

| The Essentials of Master's Education in Nursing | NLN Nurse Educator Core Competencies | MS-FNP Terminal Program Outcomes |
|---|---|---|
| I. Background for Practice from Sciences and Humanities | I. Facilitate Learning | 1. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically-based patient-centered care. |
| II. Organizational and Systems Leadership | II. Facilitate learner development and socialization<br><br>VI-Pursue continuous quality improvement in the nurse educator role | 2. Demonstrate leadership, professional accountability, and commitment to life-long learning in the advanced professional nursing role. |
| Ill. Quality Improvement and Safety | III. Use assessment and evaluation strategies<br><br>IV. Participate in curriculum design and evaluation of program outcomes<br><br>VI-Pursue continuous quality improvement in the nurse educator role | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced practice nurse |
| IV. Translating and Integrating Scholarship into Practice | VII-Engage in scholarship | 4. Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes |
| V. Informatics and Healthcare Technologies | III. Use assessment and evaluation strategies<br><br>VI-Pursue continuous quality improvement in the nurse educator role | 5. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the health care team, mitigate error, establish differential diagnosis and support decision making for advanced practice. |
| VI. Health Policy and Advocacy | V. Function as a Change Agent | 6. Incorporate ethical principles, legal and regulatory mandates and professional standards in the advanced professional nursing role.<br>7. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts. |

| | | | | | |
|---|---|---|---|---|---|
| VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes | VIII-Function within the educational environment | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse. | | | |
| VIII. Clinical Prevention and Population Health for Improving Health | VIII-Function within the educational environment | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse. | | | |
| IX. Master's-Level Nursing Practice | VI-Pursue continuous quality improvement in the nurse educator role <br><br> VIII-Function within the educational environment | 10. The MS-Nurse Educator graduate will be able to synthesize knowledge from nursing science and teaching/learning theories to design, implement, and evaluate educational programs/processes in academic and healthcare settings. | | | |

| Course | Learning Activities (examples) | Assessment Methods | Program Outcomes | Master's Essentials | NLN Nurse Educator Core Competency |
|---|---|---|---|---|---|
| NUR 503 Advanced Health Appraisal and Physical Assessment | Written History Assignment Synchronous session participation Shadow Health Virtual Simulation Exams Lab practice | Synchronous session participation Exam grading Completion of Shadow Health assignments Comprehensive History and Physical | 1, 3, 4, 5, 6, 10 | I, III, IV, V, VI, IX | |
| NUR 504 Theory Development in Nursing | Discussion Personal Philosophy Paper Concept Analysis Paper Theory Video Presentation | Discussion Rubric Philosophy Rubric Concept Analysis Rubric Video Rubric | 1, 2, 4, 6, 7 | I, II, III, IV, V, VI, VII, VIII | II- Facilitate learner development and socialization |

| | | | | | |
|---|---|---|---|---|---|
| NUR 505 Nursing Research | Discussion Research/EBP Proposal Critique of CPGs Protection of Human Subjects Training | Discussion Rubric Proposal Rubric Critique Rubric Completion of Training | 1, 2, 3, 4, 5, 6, 7 | I, II, III, IV, V, VI | VII-Engage in Scholarship |
| NUR 507 Advanced Pathophysiology | Exams | Exam grading | 4, 5 | I, V | |
| NUR 508 Advanced Pharmacology and Therapeutics NUR 512 | Exams Quizzes Discussion Development of curriculum plan Evaluation of teaching strategies Identification of educational scholarly project | Exam and quiz grading Discussion Rubric Instructor and peer evaluation of teaching project | 1, 2, 3, 4, 5, 6, 7 1, 2, 4,5, 10 | I,II, III, IV, V, VI, VII, VIII, I, II, III, V | IV-Participatein curriculum design and evaluation of program outcomes |
| NUR 515 | Discussion Test item writing and analysis exercises Implementation of educational scholarly project | Discussion Rubric Instructor and peer evaluation of test items | 1, 2, 4, 5, 10 | I, V | III-Use assessment and evaluation strategies |
| NUR 516 | Discussion Field experience to include clinical project Dissemination of educational scholarly project at UMaine Student Symposium | Instructor and mentor evaluation of student performance | 1, 2, 4, 5, 10 | I, II, III, IV, VI, VII, IX | I- Facilitate learning II-Facilitate learner development and socialization V-Function as a change agent VI-Pursue continuous quality improvement in the nurse educator role VII-Engage in scholarship VIII-Function within the educational environment |

| NUR 693 Ethical Inquiry of Health Care Issues | Discussion Evolving Case Study Scholarly Paper | Discussion rubric Case Study Rubric Paper Rubric Peer Evaluation of Case Study | 1, 2, 3, 4, 5, 6, 8 | I,II, III, IV, VI, VII, VIII | II-Facilitate learner development and socialization

V-Function as a change agent |
|---|---|---|---|---|---|
| NUR 694 Health Policy, Politics and Nursing Practice | Discussion Debate Legislative Visit Health Care Policy in Action Project | Discussion rubric Peer evaluation of debate Policy Project rubric | 1, 2, 3, 4, 6, 7 | I, II, III, V, VI, VII | V-Function as a change agent

VIII-Function within the educational environment |

# MS-Nursing Individualized Concentration Program Outcomes and Master's Essentials

| The Essentials of Master's Education in Nursing | MS-FNP Terminal Program Outcomes |
|---|---|
| I. Background for Practice from Sciences and Humanities | 1. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically-based patient-centered care. |
| II. Organizational and Systems Leadership | 2. Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role. |
| Ill. Quality Improvement and Safety | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced practice nurse |
| IV. Translating and Integrating Scholarship into Practice | 4. Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes |
| V. Informatics and Healthcare Technologies | 5. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the health care team, mitigate error, establish differential diagnosis and support decision making for advanced practice. |
| VI. Health Policy and Advocacy | 6. Incorporate ethical principles, legal and regulatory mandates and professional standards in the advanced professional nursing role.<br>7. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts. |
| VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse. |
| VIII. Clinical Prevention and Population Health for Improving Health | 3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse. |
| IX. Master's-Level Nursing Practice | 10. The I-MSN graduate will be able to provide leadership in complex healthcare systems, promoting environments that foster professional development and positive patient outcomes. |

| **Core Courses** | | | | |
|---|---|---|---|---|
| Course | Learning Activities (examples) | Assessment Methods | Program Outcomes | Master's Essentials |
| NUR 504 | Discussion Personal Philosophy Paper | Discussion Rubric | 1, 2, 4, 6, 7 | I, II, III, IV, V, VI, VII, VIII |

| | | | | |
|---|---|---|---|---|
| Theory Development in Nursing | Concept Analysis Paper Theory Video Presentation | Philosophy Rubric Concept Analysis Rubric  Video Rubric | | |
| NUR 505 Nursing Research | Discussion Research/EBP Proposal Critique of CPGs Protection of Human Subjects Training | Discussion Rubric Proposal Rubric Critique Rubric Completion of Training | 1, 2, 3, 4, 5, 6, 7 | I, II, III, IV, V, VI |
| NUR 507 Advanced Pathophysiology | Exams | Exam grading | 4, 5 | I, V |
| NUR 516 (field experience in nursing education or nursing administration) or NUR 695 (independent study; field experience in nursing focus of study) | Discussion Field experience to include clinical project Dissemination of educational scholarly project at UMaine Student Symposium | Instructor and mentor evaluation of student performance | 1, 2, 4, 5, 10 | I, II, III, IV, VI, VII, IX |
| NUR 693 Ethical Inquiry of Health Care Issues | Discussion Evolving Case Study Scholarly Paper | Discussion rubric Case Study Rubric Paper Rubric Peer Evaluation of Case Study | 1, 2, 3, 4, 5, 6, 8 | I,II, III, IV, VI, VII, VIII |
| NUR 694 Health Policy, Politics and Nursing Practice | Discussion Debate Legislative Visit Health Care Policy in Action Project | Discussion rubric Peer evaluation of debate Policy Project rubric | 1, 2, 3, 4, 6, 7 | I, II, III, V, VI, VII |
| NUR 697 (scholarly project) or NUR 699 (thesis) | Capstone project or thesis | Capstone or thesis guidelines | 1, 2, 3, 4, 5, 6, 7, 8, 10 | I, II, III, IV, V, VI, VII, VIII, IX |

| Additional Courses in Nursing Area of Focus | As per course syllabi | As per course syllabi | 2, 3, 4 | II, III, IV |
|---|---|---|---|---|
| INT 601 (responsible conduct of research- if thesis option) | As per course syllabus | As per course syllabus | 2, 4 | II, IV |
| Total Credits | | | | |

**University of Maine School of Nursing Orono, Maine**

# NURSE PRACTITIONER GRADUATE PROGRAM
# STUDENT EVALUATION OF CLINICAL EXPERIENCE

Course:

Student's Name _____

Clinical Agency _____

Clinical Preceptor _____

Total hours spent with preceptor_____

Directions: Please circle "A" if you agree with a statement. Circle "D" if you disagree with a statement. If you disagree, please state specific reasons for disagreeing.

During this clinical experience, the clinical preceptor:

   A     D        Demonstrated a satisfactory level of interpersonal skill with the student by offering positive feedback, constructive criticism, and inviting student's questions and concerns.
                   Comments:

   A     D        Responded to requests for student consultation in a timely manner.
                   Comments:

   A     D        Demonstrated a high level of clinical knowledge and skillful care of clients.
                   Comments:

   A     D        Provided opportunities for the student's learning needs as much as feasible in the clinical setting.
                   Comments:

   A     D        Demonstrated flexibility in accommodating the student's pace and style of learning as much as feasible in the clinical setting.
                   Comments:

A   D       Demonstrated various aspects of rural primary health care practice, such as: collaboration and/or consultation with other health care providers, referral to other health care providers, client and/or community education, outreach efforts.

         Comments:

Please provide a brief completion of the following statements:

Overall, this clinical experience provided an opportunity for me to:

Particular gaps in the learning opportunities with this clinical agency/clinical preceptor that I would like to accomplish with future clinical experience include:

Particular impediments to learning that were present in this clinical experience included:

_____

Student's signature (optional)

                                                             Date

------- **Thank you for your evaluation** --------

**<u>Appendices</u>**

Sample Clinical Preceptor Evaluation of FNP Sample
Clinical Evaluation Nurse Educator Sample Clinical
Evaluation IMSN

## School of Nursing
## Clinical Performance Evaluation Tool
## NUR 523 Family Nurse Practitioner Care of Adults II

Student Name: _____    Preceptor: _____

**A "C" (Competent) or an "E" (Exceeds Expectations) in the final evaluation is required in all competencies to pass the course.**

| Core Competencies | Midterm Document Issues (U, C, or E) | Final U | Final C | Final E |
|---|---|---|---|---|
| **Scientific Foundation** | | | | |
| Critically analyzes data and evidence for improving advanced nursing practice. | | | | |
| Integrates knowledge from the humanities and sciences within the context of nursing | | | | |
| Translates research and other forms of knowledge to improve practice processes and outcomes | | | | |
| Develops new practice approaches based on the integration of research, theory, and practice knowledge | | | | |
| **Leadership** | | | | |
| Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care. | | | | |
| Demonstrates leadership that uses critical and reflective thinking. | | | | |
| Advocates for improved access, quality and cost effective health care. | | | | |
| Advances practice through the development and implementation of innovations incorporating principles of change. | | | | |
| Communicates practice knowledge effectively, both orally and in writing. | | | | |

| Core Competencies | Midterm Document Issues (U, C, or E) | Final U | Final C | Final E |
|---|---|---|---|---|
| Participates in professional organizations and/or activities that influence advanced practice nursing and/or health outcomes of a population focus. | | | | |
| **Quality** | | | | |
| Uses best available evidence to continuously improve quality of clinical practice. | | | | |
| Evaluates the relationships among access, cost, quality, and safety and their influence on health care. | | | | |
| Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care. | | | | |
| Applies skills in peer review to promote a culture of excellence. | | | | |
| Anticipates variations in practice and is proactive in implementing interventions to ensure quality | | | | |
| **Practice Inquiry** | | | | |
| Provides leadership in the translation of new knowledge into practice. | | | | |
| Generates knowledge from clinical practice to improve practice and patient outcomes. | | | | |
| Applies clinical investigative skills to improve health outcomes. | | | | |
| Leads practice inquiry, individually or in partnership with others. | | | | |
| Disseminates evidence from inquiry to diverse audiences using multiple modalities. | | | | |
| Analyzes clinical guidelines for individualized application into practice. | | | | |
| **Technology & Information Literacy** | | | | |
| Integrates appropriate technologies for knowledge management to improve health care. | | | | |
| Translates technical and scientific health information appropriate for various users' needs by assessing the patient's and caregiver's educational needs to provide effective, personalized health care. | | | | |
| Translates technical and scientific health information appropriate for various users' needs by coaching the patient and caregiver for positive behavioral change. | | | | |
| Demonstrates information literacy skills in complex decision making | | | | |
| Uses technology systems that capture data on variables for the evaluation of nursing care. | | | | |

| Core Competencies | Midterm Document Issues (U, C, or E) | Final U | Final C | Final E |
|---|---|---|---|---|
| **Policy** | | | | |
| Demonstrates an understanding of the interdependence of policy and practice. | | | | |
| Analyzes ethical, legal, and social factors influencing policy development. | | | | |
| **Health Delivery System** | | | | |
| Applies knowledge of organizational practices and complex systems to improve health care delivery | | | | |
| Effects health care change using broad based skills including negotiating, consensus-building, and partnering. | | | | |
| Minimizes risk to patients and providers at the individual and systems level. | | | | |
| Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment. | | | | |
| Analyzes organizational structure, functions and resources to improve the delivery of care. | | | | |
| Collaborates in planning for transitions across the continuum of care. | | | | |
| **Ethics** | | | | |
| Integrates ethical principles in decision making. | | | | |
| Evaluates the ethical consequences of decisions. | | | | |
| Applies ethically sound solutions to complex issues related to individuals, populations and systems of care. | | | | |
| **Independent Practice** | | | | |
| Functions as a licensed independent practitioner. | | | | |
| Demonstrates the highest level of accountability for professional practice. | | | | |
| Practices independently managing previously diagnosed and undiagnosed patients by providing the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care. | | | | |
| Practices independently managing previously diagnosed and undiagnosed patients | | | | |

|  | Midterm | Final | | |
| Core Competencies | Document Issues (U, C, or E) | U | C | E |
| --- | --- | --- | --- | --- |
| Practices independently managing previously diagnosed and undiagnosed patients by using advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. |  |  |  |  |
| Practices independently managing previously diagnosed and undiagnosed patients by employing screening and diagnostic strategies in the development of diagnoses. |  |  |  |  |
| Practices independently managing previously diagnosed and undiagnosed patients by prescribing medications within scope of practice. |  |  |  |  |
| Practices independently managing previously diagnosed and undiagnosed patients by managing the health/illness status of patients and families over time. |  |  |  |  |
| Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making and works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration. |  |  |  |  |
| Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making and creates a climate of patient- centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect. |  |  |  |  |
| Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making and incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care. |  |  |  |  |
| Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making and preserves the patient's control over decision making by negotiating a mutually acceptable plan of care. |  |  |  |  |
| Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making and develops strategies to prevent one's own personal biases from interfering with delivery of quality care. |  |  |  |  |
| Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making and addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff and caregivers. |  |  |  |  |
| Collaborates with other professionals and family caregivers to provide culturally and spiritually sensitive, appropriate care |  |  |  |  |
| Collaborates with both professional and other caregivers to achieve optimal care outcomes. |  |  |  |  |
| Coordinates transitional care services in and across care settings. |  |  |  |  |
| Participates in use and evaluation of professional standards and evidence-based care. |  |  |  |  |

| Midpoint | Final |
|---|---|
| **Strengths** | **Strengths** |
| **Opportunity for Improvement** | **Opportunity for Improvement** |
| **Student signature:** | **Student signature:** |
| **Faculty signature:**                    Date: ___/___/___ | **Faculty signature:**                    Date: ___/___/___ |

THE UNIVERSITY OF MAINE
1865

**School of Nursing**
**Evaluation Tool**
**NUR 516 Field Experience in Nursing Education**

Student Name: _____     Mentor: _____

**A "C" (Competent) or an "E" (Exceeds Expectations) in the final evaluation is required in all competencies to pass the course.**

| NLN Core Competencies for Nurse Educators | Midterm | Final | | |
| --- | --- | --- | --- | --- |
| | Document Issues (U, C, or E) | U | C | E |
| **Facilitate Learning** | | | | |
| Creates an environment that facilitates student learning in the classroom, laboratory, clinical and/or online setting. | | | | |
| **Facilitate Learner Development and Socialization** | | | | |
| Develops learning objectives in collaboration with mentor to meet self-identified learning needs. | | | | |
| Incorporates a variety of teaching strategies to meet diverse student learning needs. | | | | |
| Participates in professional organizations and/or activities that influence nursing education and the role of the master's prepared nurse. | | | | |
| **Use Assessment and Evaluation Strategies** | | | | |
| Uses best available evidence to continuously improve quality of clinical practice in education and nursing care. | | | | |
| Provides a summative evaluation of achievement of self-identified learning outcomes. | | | | |
| **Participate in Curriculum Design and Evaluation of Program Outcomes** | | | | |
| Collaborates with mentor to develop, implement, and evaluate a clinical project that supports student learning and institutional goals. | | | | |

| NLN Core Competencies for Nurse Educators | Midterm<br>Document Issues<br>(U, C, or E) | Final U | Final C | Final E |
|---|---|---|---|---|
| **Function as Change Agent and Leader** | | | | |
| Role models expert clinical practice and utilization of best evidence in the nurse educator role. | | | | |
| Analyzes ethical and legal influences on the delivery of patient care and nursing education. | | | | |
| Provides leadership to foster collaboration with multiple stakeholders (e.g. families, community members, health care institutions, and policy members) to improve nursing education. | | | | |
| Demonstrates leadership in nursing education and clinical practice that uses critical and reflective thinking. | | | | |
| **Pursue Continuous Quality Improvement in the Nurse Educator Role** | | | | |
| Utilizes feedback from mentor to improve as a nurse educator. | | | | |
| Participates in a variety of activities that reflect the multi-faceted role of the nurse educator. | | | | |
| **Engage in Scholarship** | | | | |
| Utilizes mentor and other institutional resources to develop new or expand upon existing nursing knowledge. | | | | |
| Participate in dissemination of educational best practices to diverse audiences. | | | | |
| **Function within the Educational Environment** | | | | |
| Functions within the educational environment recognizing political, social, and economic forces impacting the educator role. | | | | |
| Analyzes organizational structure, functions and resources and their impact on the delivery of educational programs. | | | | |

| Midpoint | Final |
|---|---|
| Strengths | Strengths |
| Opportunity for Improvement | Opportunity for Improvement |
| Student signature: | Student signature: |
| Faculty signature: | Faculty signature: |
| Date: ___/___/___ | Date: ___/___/___ |

**The University of Maine** — 1865

**School of Nursing**
**Evaluation Tool**
**Individualized Master of Nursing Clinical Evaluation Tool**

Student Name: _____     Mentor: _____

**A "C" (Competent) or an "E" (Exceeds Expectations) in the final evaluation is required in all competencies to pass the course.**

| Essentials of Graduate Education | Midterm | Final | | |
|---|---|---|---|---|
| | Document Issues (U, C, or E) | U | C | E |
| **I.  Background for Practice from Sciences and Humanities** | | | | |
| Integrates nursing and related sciences into the delivery of advanced nursing care to diverse populations within a selected healthcare setting. . | | | | |
| **II.  Organizational and Systems Leadership** | | | | |
| Assumes a leadership role in effectively implementing patient safety and quality improvement initiatives as a member of the interprofessional team within a selected healthcare setting. | | | | |
| Analyzes organizational structure, functions and resources and their impact on the delivery of nursing and healthcare at the individual and/or population level. | | | | |
| Participates in professional organizations and/or activities that influence nursing and the role of the master's prepared nurse. | | | | |
| **III.  Quality Improvement and Safety** | | | | |
| Uses best available evidence to continuously improve quality of nursing care. | | | | |
| Collaborates with mentor to develop, implement, and evaluate a clinical project that supports student learning, institutional goals, and high quality patient care. | | | | |
| Provides a summative evaluation of achievement of self-identified learning outcomes. | | | | |
| **IV.  Translating and Integrating Scholarship into Practice** | | | | |

| Essentials of Graduate Education | Midterm | Final | | |
| --- | --- | --- | --- | --- |
| | Document Issues (U, C, or E) | U | C | E |
| Utilizes mentor and other institutional resources to develop new or expand upon existing nursing knowledge | | | | |
| Participate in dissemination of nursing best practices to diverse audiences. | | | | |
| Participates in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation within a selected healthcare setting. | | | | |
| **V.    Informatics and Healthcare Technologies** | | | | |
| Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness and health outcomes within a selected healthcare setting. | | | | |
| Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes. | | | | |
| **VI.    Health Policy and Advocacy** | | | | |
| Analyzes ethical and legal influences on the delivery of patient care. | | | | |
| Provides leadership to foster collaboration with multiple stakeholders (e.g. families, community members, health care institutions, and policy members) to improve nursing care. | | | | |
| Demonstrates leadership in nursing that uses critical and reflective thinking. | | | | |
| **VII.    Interprofessional Collaboration for Improving Patient and Population Health Outcomes** | | | | |
| Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare teams. | | | | |
| Use effective communication strategies to develop, participate, and lead interprofessional teams and partnerships. | | | | |
| **VIII.    Clinical Prevention and Population Health for Improving Health** | | | | |
| Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations. | | | | |
| **IX.    Master's Level Nursing Practice** | | | | |

| Essentials of Graduate Education | Midterm | Final | | |
|---|---|---|---|---|
| | Document Issues (U, C, or E) | U | C | E |
| Functions within the healthcare environment recognizing political, social, and economic forces impacting the nursing role. | | | | |
| Utilizes feedback from mentor to improve practice within the selected nursing role. | | | | |

**Midpoint**

**Strengths**

**Opportunity for Improvement**

**Student signature:**

**Faculty signature:**                    Date: ___/___/___

**Final**

**Strengths**

**Opportunity for Improvement**

**Student signature:**

**Faculty signature:**                    Date: ___/___/___